

BROCKINGTON ELEMENTARY

304 Kemper Street
Timmonsville, SC 29161

GRADES K-5 Elementary School

ENROLLMENT 466 Students

PRINCIPAL Dr. Johnelle L. Sherald 843-346-4953

SUPERINTENDENT Dr. Chuck Gadsden 843-346-5391

BOARD CHAIR Mr. Joe Donawald 843-346-3436

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	58	51	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	Yes

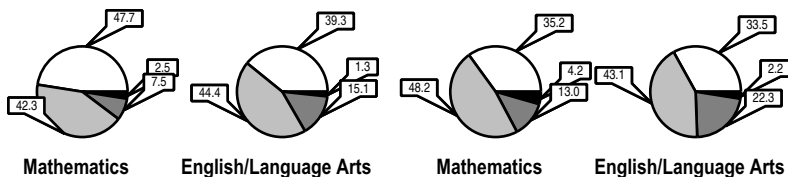
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	267	99.3	38.1	44.9	15.7	1.3	25.4	Yes	Yes
Gender									
Male	149	99.3	44.2	40.3	14.7	0.8	21.7		
Female	118	99.2	30.8	50.5	16.8	1.9	29.9		
Racial/Ethnic Group									
White	31	100.0	28.6	57.1	14.3	0.0	38.1	I/S	I/S
African-American	234	99.2	39.4	43.7	15.5	1.4	23.5	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	220	99.6	35.7	44.4	18.4	1.5	29.1		
Disabled	47	97.9	50.0	47.5	2.5	0.0	7.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	267	99.3	38.1	44.9	15.7	1.3	25.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	99.3	38.3	44.7	15.7	1.3	25.1		
Socio-Economic Status									
Subsidized meals	232	99.1	38.9	46.0	14.2	0.9	23.7	Yes	Yes
Full-pay meals	27	100.0	32.0	36.0	28.0	4.0	40.0		

Mathematics - State Performance Objective = 15.5%									
All Students	267	99.6	47.3	42.6	7.6	2.5	19.8	Yes	Yes
Gender									
Male	149	99.3	48.1	39.5	10.1	2.3	22.5		
Female	118	100.0	46.3	46.3	4.6	2.8	16.7		
Racial/Ethnic Group									
White	31	100.0	42.9	42.9	14.3	0.0	28.6	I/S	I/S
African-American	234	99.6	48.1	42.5	7.0	2.3	18.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	220	100.0	39.1	48.7	9.1	3.0	23.9		
Disabled	47	97.9	87.5	12.5	0.0	0.0	0.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	267	99.6	47.3	42.6	7.6	2.5	19.8		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	99.6	47.5	42.4	7.6	2.5	19.9		
Socio-Economic Status									
Subsidized meals	232	99.6	48.1	42.9	7.1	1.9	18.9	Yes	Yes
Full-pay meals	27	100.0	40.0	40.0	12.0	8.0	28.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	96	97.9	34.5	51.7	13.8	N/A	13.8
	Grade 4	87	98.9	37.7	44.2	18.2	N/A	18.2
	Grade 5	86	100.0	48.6	44.6	6.8	N/A	6.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	80	100.0	23.8	38.8	35.0	2.5	37.5
	Grade 4	89	98.9	59.1	34.1	5.7	1.1	6.8
	Grade 5	100	99.0	33.0	57.7	9.3	N/A	9.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	96	97.9	43.2	53.4	3.4	N/A	3.4
	Grade 4	87	97.7	35.5	51.3	11.8	1.3	13.2
	Grade 5	86	100.0	37.8	52.7	6.8	2.7	9.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	80	100.0	35.0	52.5	10.0	2.5	12.5
	Grade 4	89	100.0	59.6	33.7	6.7	N/A	6.7
	Grade 5	100	99.0	48.5	40.2	6.2	5.2	11.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 466)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.8%	N/A	3.5%	2.7%
Attendance rate	95.3%	Up from 95.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.7%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	9.0%		5.8%	3.5%
Eligible for gifted and talented	8.7%	Up from 8.2%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.8%	Down from 8.3%	8.0%	8.2%
Older than usual for grade	3.2%	Up from 2.3%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	40.5%	Up from 37.2%	48.5%	51.4%
Continuing contract teachers	67.6%	Up from 58.1%	80.0%	87.5%
Highly qualified teachers**	92.0%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	10.0%		3.4%	0.0%
Teachers returning from previous year	N/A	N/A	82.8%	86.7%
Teacher attendance rate	94.0%	Up from 92.0%	94.7%	94.9%
Average teacher salary	\$37,423	Down 0.8%	\$39,876	\$40,760
Prof. development days/teacher	7.0 days	Up from 5.0 days	13.4 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Up from 15.0 to 1	17.1 to 1	18.9 to 1
Prime instructional time	86.0%	Up from 85.4%	88.9%	90.0%
Dollars spent per pupil*	\$6,371	Down 6.8%	\$7,003	\$6,044
Percent of expenditures for teacher salaries*	81.2%	Up from 76.9%	63.9%	65.9%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	96.7%	Down from 97.8%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Brockington Elementary School had a very exciting year. In November, we entered into a High Performance Partnership with Honda. As a result of that partnership, Honda has provided tutors, mentors, and lunch buddies.

Two Literacy coaches were added this year: one SCRI Coach and a 4K Literacy Coach. A Science Coach was named and trained this summer. With the addition of these three coaches, the curriculum will be enhanced to ensure student achievement and curriculum alignment with state standards. The faculty and staff will receive training for the implementation of the research-based curriculum.

Brockington Elementary received national recognition for achievement in phonics scores featured in an annual report card prepared by Saxon Publishers.

Our grade level teams collaborated weekly to plan standards and activities for the upcoming week.

Parental involvement increased with parent meetings throughout the year.

The SIC and the PTA continued their support.

Alice D. Johnson, Principal

Edell Johnson, SIC, Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	67	32
Percent satisfied with learning environment	50.0%	92.4%	71.0%
Percent satisfied with social and physical environment	67.7%	79.4%	62.1%
Percent satisfied with home-school relations	13.8%	86.9%	56.7%

*Only students at the highest elementary school grade level at this school and their parents were included.